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National Cyber Security Alliance

Grade Level- Middle/High School
Ethics-plagiarism

Scenario #1 - “Brian and His Research Paper”

Brian has a research paper due next week on the impact of cyber security threats to our national security. He was supposed to have been doing research on this project for the past month, but kept putting it off, and is now in a crunch for time!

Rather than find the research, read through it, and paraphrase the key points, Brian thinks it is easier to simply cut and paste some of the paragraphs directly into his paper. He fails to cite many of the publications he copies the information from directly into his paper, thinking there is no way that his teacher will ever know the difference.

Please use your knowledge of the C3 concepts to answer the questions provided on your team’s reporting form and help Brian use better judgment about how best to use the information he finds online.

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Level – Middle/High School
Ethics-copyright

Scenario #2 - "Scott's Sorry Slumdog Choice"

Scott's friend Matt posted a message on his own Facebook page that he was able to score an early video release of the new movie, "Slumdog Millionaire" from a website for only $3.99 plus shipping. He is psyched and wants to share this resource with his friends so he passes the website link onto his friends (including Scott) via Facebook.

Scott checks out the website and sees quite a few of the movies he has been planning to purchase when they are officially released on video. This website, however, already has them available and for a lot less money! Scott is very cyber-savvy and questions for a minute if this is a legal website, but decides to go through with the purchase of "Slumdog" and begins providing personal information including specific payment details.

Please use your knowledge of the C3 Concepts and the WWW Decision Tool to answer the questions on your reporting form and help Scott understand the error of his ways.

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Grade Level – Middle/High School
Ethics-cyberbullying

Scenario #3 - "Caroline Helps Susanne Conquer Cyberbullies"

Susanne is a new student at Deer Valley High School and has had some difficulty making friends. She is very nice to everyone, but Caroline, a new classmate and true friend to her, has noticed that a group of girls from their English class have started talking behind her back and excluding her from most group activities.

Caroline likes Susanne and even emails and IM's with her regularly in the evenings to talk about homework or help Susanne figure out who she should ask to go to the homecoming dance with her.

One evening Susanne sends Caroline an email message and she is clearly very upset. The girls who had been so unkind to her seemed to be coming around, or so she thought. When they invited her to join their group to go to the homecoming dance, she actually thought they were sincerely trying to be friends. Instead, they sent a mass email out to all of the boys in her class that spread a completely untrue rumor about why her family moved here and said "Beware! She is planning to ask one of you to go to the dance with her!"

Caroline feels so bad for her new friend. Poor Susanne is devastated and totally embarrassed.

Please use your knowledge of the C3 Concepts and WWW Decision Tool to answer the questions on your team's reporting form and help Susanne understand her rights in this situation.

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Grade Level – Middle/High School
Ethics-Impulsivity/Flaming

Scenario #4 - "John's Impulsivity Makes His Life More Difficult"

John just started attending a new school in California called Golden Bear Middle School. He has been struggling making new friends and the school work is much more difficult than his old school in South Carolina. He wants to play on his new school's baseball team, but his parents have told him that he has to bring his grades up first. He has been studying, but his grades have still not been going very well.

Yesterday at school, John received his Pre-Algebra test back and saw that he got a "D" on the test. He is understandably bummed because he thought he did pretty well. It didn't help matters when one his new classmates saw his test and made a cruel remark that made him feel dumb. After he got home from school, he impulsively got online and sent a mass email out to his classmates saying, "Golden Bear Middle School and its students suck!"

Please use your knowledge of the C3 Concepts and WWW Decision Tool to answer the questions on your reporting form and help John understand the consequences of using this kind of behavior to vent normal school frustrations.

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Grade Level – Middle/High School
Security-phishing
Scenario #2 - "Jake Gets Caught Taking The Bait"

Jake was using the Internet on his family's home computer to email with some classmates about a really tough homework assignment they had in Geometry class. After finishing his homework, Jake decides to check his family's general email account before logging off his computer. In his "Inbox" Jake sees several messages from his cousins on the East Coast, and another message from: internalrevenueservice@.dc.com with a subject line that reads "You Have A Tax Credit"**.**

Jake skips his cousin's email and opens the email message from the "Internal Revenue Service". The message is directed to his parents and says that they have overpaid their taxes and are eligible for a $250.00 credit. It looks like a legitimate message, so Jake begins to provide the detailed personal information they are requiring, including his parent's address, date of birth and the name of the bank they use. When he tells his parents what he did, they are really alarmed, and explain to him that this sounds like a scam and no legitimate bank or federal agency would ever ask a customer to provide personal financial information over the Internet.

Please *use your knowledge of the WWW Decision Tool and C3 Concepts to answer the questions on your reporting forms and help Jake understand how risky it can be to provide this kind of personal information to a virtual stranger online.*

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National Cyber Security Alliance

Grade Level – Middle/High School
Security

Scenario #3 - "Jason Discovers Peer-to-Peer Can Be Painful-to-Play"

Jason and Dustin are classmates and have recently started using a Peer-to-Peer program with several friends from a nearby school to share their favorite music files and play video games. Jason doesn't know all of the guys from the other school well, but figures his friend Dustin does, so they are probably trustworthy.

Jason's parents know he uses the P2P program and have extremely clear rules about using it. No downloading of music from illegal websites is one of the rules they went over with him. Unfortunately, Jason didn't realize that while connected to a P2P program, his computer's security is vulnerable not only by his actions, but also by those of the people he is connected to. One of the guys at the nearby school apparently tried to download a bunch of "free" music from an illegal website and instead received a virus that has now spread to everyone else's computer by way of the P2P program.

Please use your knowledge of the C3 Concepts and WWW Decision Tool to answer the questions on your team's reporting form and help Jason understand the risks involved in using Peer-to-Peer programs and the best ways to keep your computer safe.

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Grade Level – Middle/High School
"Security"- Anti-spyware

Scenario #4: 'Debra's Dream Vacation Becomes Dreary"

Debra's family feels they are pretty good about protecting their computer from malicious activity or hackers. They use anti-virus software and regularly install the updates, and they use an Internet filter to automatically block inappropriate information from accidentally being accessed online.

Recently, however, Debra has received a lot of pop-up ads while she has been online researching places to go for the family's summer vacation. Debra noticed that the ads started popping up right after she clicked on a link to a discounted trip to Hawaii that she researched in the hopes of convincing her parents to take everyone to the Islands! Debra assumed the updated anti-virus software kept her computer secure and protected from annoying and potentially harmful pop-ups. Perhaps she has a few more cyber-savvy tips to learn to become even more protected while connected!

Please use your knowledge of the C3 Concepts and WWW Decision Tool to answer the questions on your reporting form and help Debra and her family understand where their computer is still vulnerable and how they can be better protected.

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Grade Level – Middle/High School
Safety-Revealing Too Much

Scenario #1: "Allison Accidentally Reveals Too Much"

Allison is a high school sophomore who happens to be a star player on the junior varsity girl's soccer team. She has a MySpace account that her parents know about and regularly posts pictures of her soccer team and their big wins on her profile page. The pictures typically show the girls in their team uniforms with captions that make reference to their upcoming game date and time, and who they plan to play and beat next.

Unfortunately, one day after school Allison receives a scary message from an unknown person asking details about when and where the next game is to be held. At first Allison ignores the person, but this only makes them more persistent. She blocks them and immediately tells her parents what happened.

Once her parents see her profile page, they are more concerned because, without intending to, Allison has posted pictures and details that reveal a lot of personal information, including what school she goes to, when the girls practice, and who they plan to play next.

Use your knowledge of the C3 Concepts and WWW Decision Tool to answer the questions on your reporting form and help Allison and her teammates stay safe.

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Grade Level – Middle/High School
Safety-Making Yourself Vulnerable

Scenario #2: "Julie's Bad Breakup Becomes Dangerous"

Kim and Julie's parents are very cyber-savvy and keep the family computer in the kitchen where they can easily monitor what the girls are doing while online. Kim and Julie's parents had a long talk with the girls about expectations for behavior on the Internet and the importance of open communication if something happens online that makes either of them feel uncomfortable.

The girls each have their own Facebook profile, and have signed a contract for acceptable use of all social networking sites at home and on friend's computers. Usually the girls follow their parent's rules very well, but Julie just broke up with her boyfriend and is really bummed. She talks about it pretty openly with friends while socializing online.

While online one evening, Julie receives a friend request from someone she doesn't recognize. The personal message says, "I know how you feel. I'm bummed too. My boyfriend and I broke up two weeks ago, right before homecoming! Feel free to email me if you want to talk to someone who really understands."

Use your knowledge of the C3 Concepts and WWW Decision Tool to answer the questions on your team's reporting form and help Julie understand the serious risks she is taking if she begins communicating with this "friend".

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Grade Level – Middle/High School
Safety

Scenario #3: "Emily Gets Tricked"

Eighth grade students Emily and Romanita have been good friends since the third grade and have lived in the same neighborhood for just as long. Unfortunately, Romanita's family recently moved to Boston so her mom could pursue a new job as "Distinguished Professor of Cyber Security" at Harvard University. Now the only way these girls can communicate is through email and a social networking site that both sets of parents have approved of them using.

While on the social networking site one afternoon, Emily receives a message to her profile from someone asking to be her "friend". The message reads, "Sendme a pic and we'll be friendz too! Emily is very cyber-savvy, but sees that the unknown contact's email address reads – bostongirl12@gmail.com. She quickly assumes that this unknown person is a new friend of Romanita's and accepts the friend request, eager to share in a little of Romanita's new Boston life.

Now that Emily is "friends" with this online stranger, he/she begins to ask her personal information including her address and what school she attends. Emily starts to feel uncomfortable and doesn't respond.

Please use your knowledge of the WWW Decision Tool and C3 Concepts to answer the questions on your reporting form to help Emily handle this situation and avoid this problem in the future.

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Grade Level – Middle/High School
Safety-gaming

Scenario #4: "Trevor and Steve's Unsafe Gaming Habits"

Trevor and Steve have been neighbors since the third grade and are very good friends. They are seriously into video games, and their families are constantly telling them to turn the games off and join the rest of the world! Because their parents are good friends, they share information, and both have the same set of concerns about how "plugged-in" both boys are when they are in the middle of a video game.

Trevor's mother complains, "It is like he completely tunes me out!" While Steve's mother agrees, she is also growing more and more concerned that it is actually physically not good for him to be so plugged into video games, especially when some of them are very violent."

Both sets of parents don't want to restrict their teenage sons from using video games, but agree that their current video game behavior is unsafe for their wellbeing and something has to change.

Use your knowledge of the C3 Concepts and WWW Decision Tool to answer the questions on your reporting form and help find a realistic and suitable alternative to this situation.